



Istanbul
19 - 21 February 2020

MAKING SENSE OF GLOBALISATION: UNDERSTANDING THE TRENDS, CHALLENGES AND EMERGING OPPORTUNITIES IN UK HIGHER EDUCATION

Dr Denis Hyams-Ssekasi

Email: dh4@Bolton.ac.uk

Making Sense of GLOBALISATION

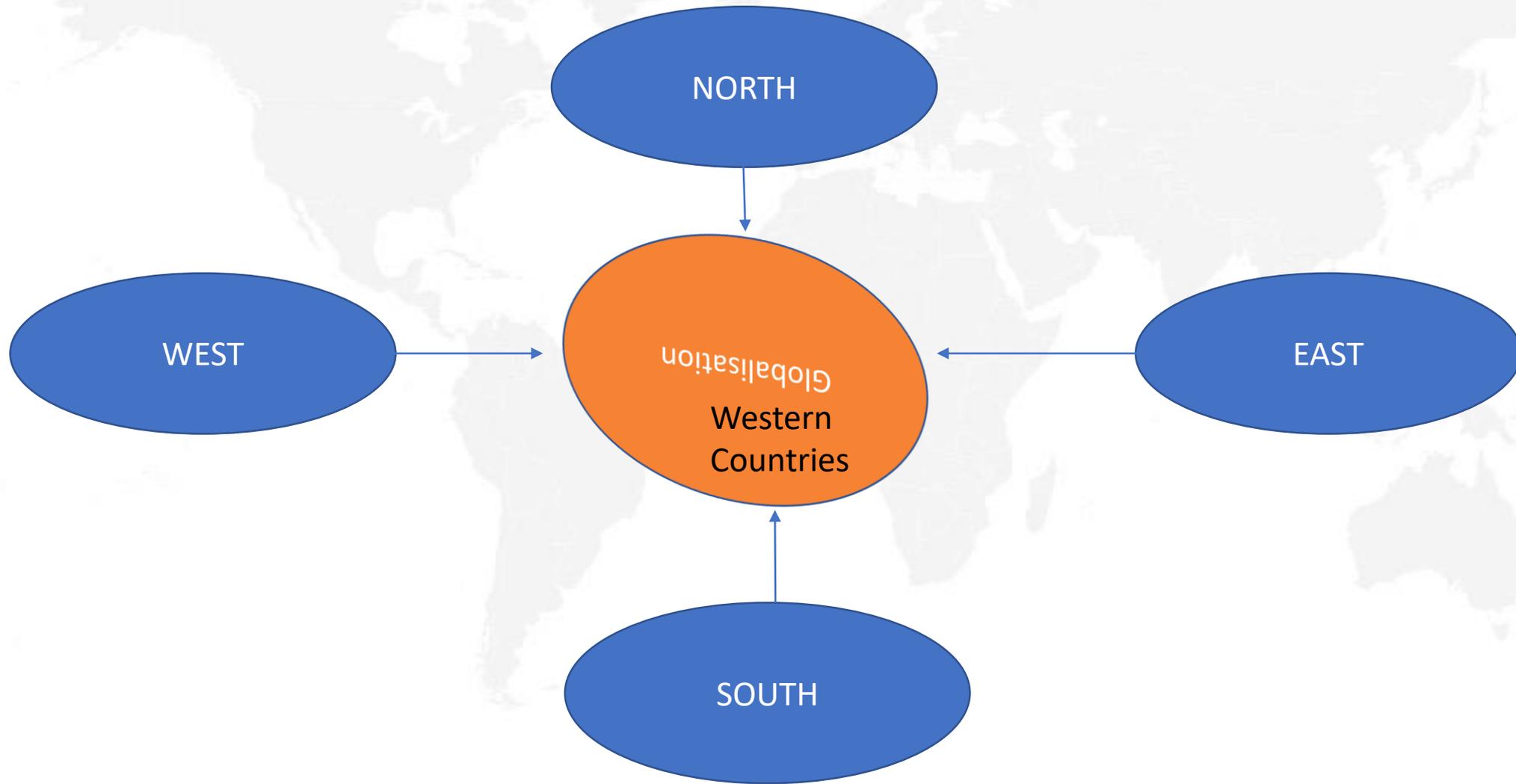
increasing interdependence of world's inhabitants
on an economic, technological, cultural as well a political level

Interaction
Integration
Extending to other
countries or all parts of
the world

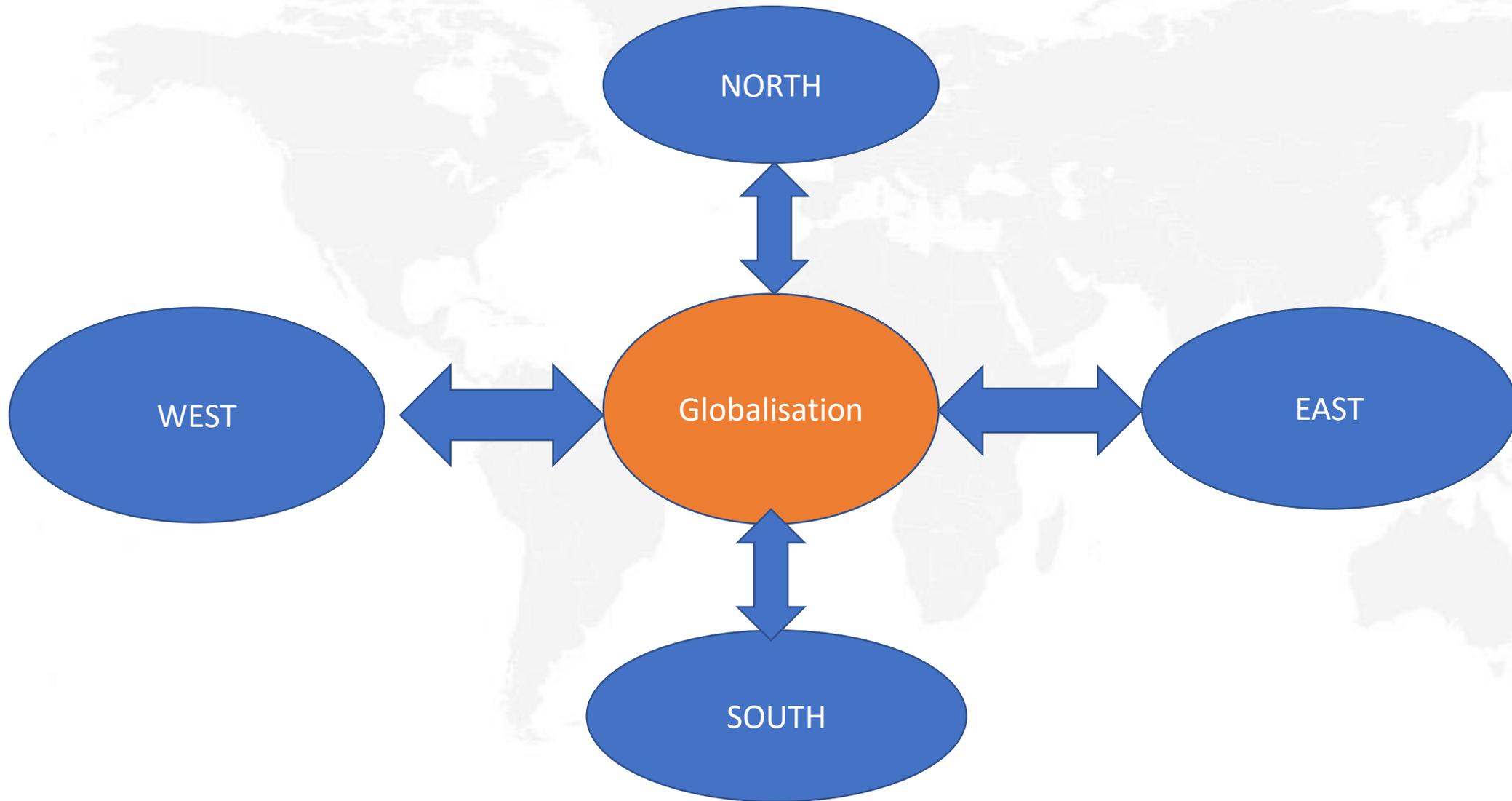
Transference
adaptation
development of values
knowledge
technology
behavioural norms across
countries and societies in
different parts of the world



Globalisation in Education



Globalisation in Education

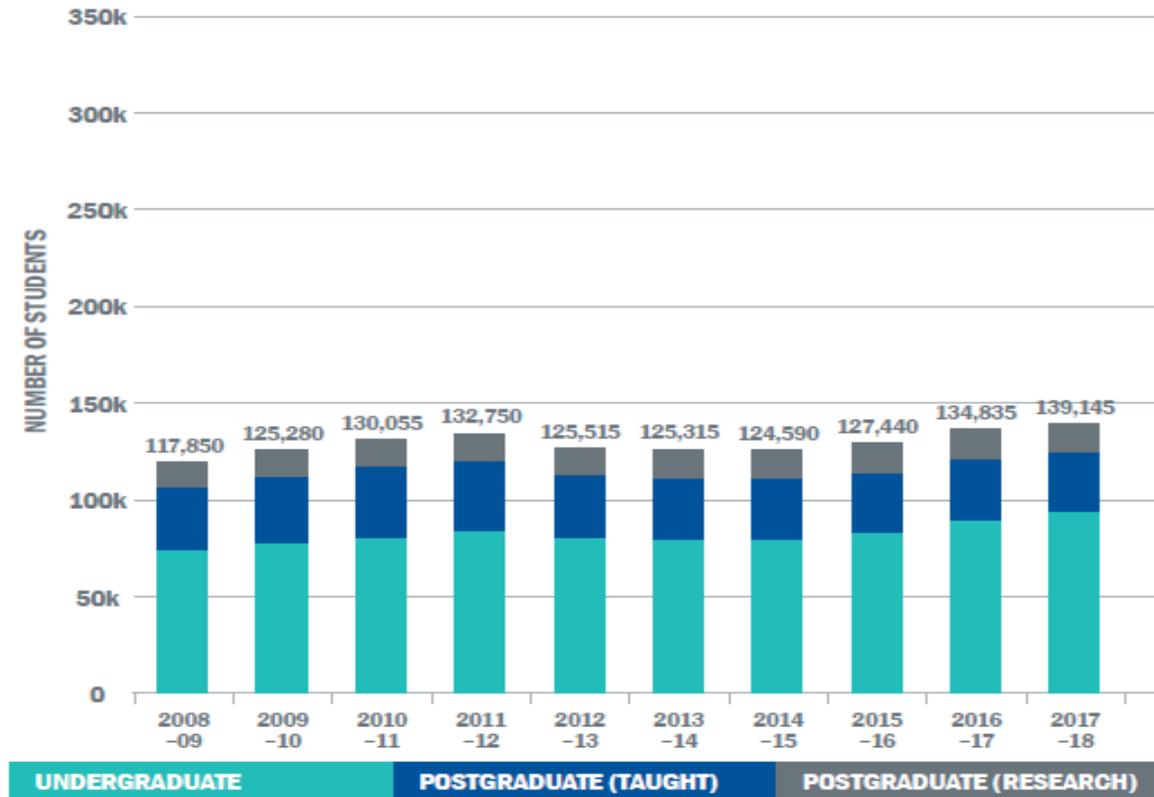


HOW MANY INTERNATIONAL STUDENTS CHOOSE THE UK?

In 2017–18, 139,145 EU students studied at UK higher education institutions. Of these, 67.6% were undergraduates, 21.9% were taught postgraduates and 10.5% were research postgraduates. Of the 319,340 non-EU international students, 50.6% studied towards an undergraduate degree, 39.4% were taught postgraduates and 9.9% were research postgraduates.



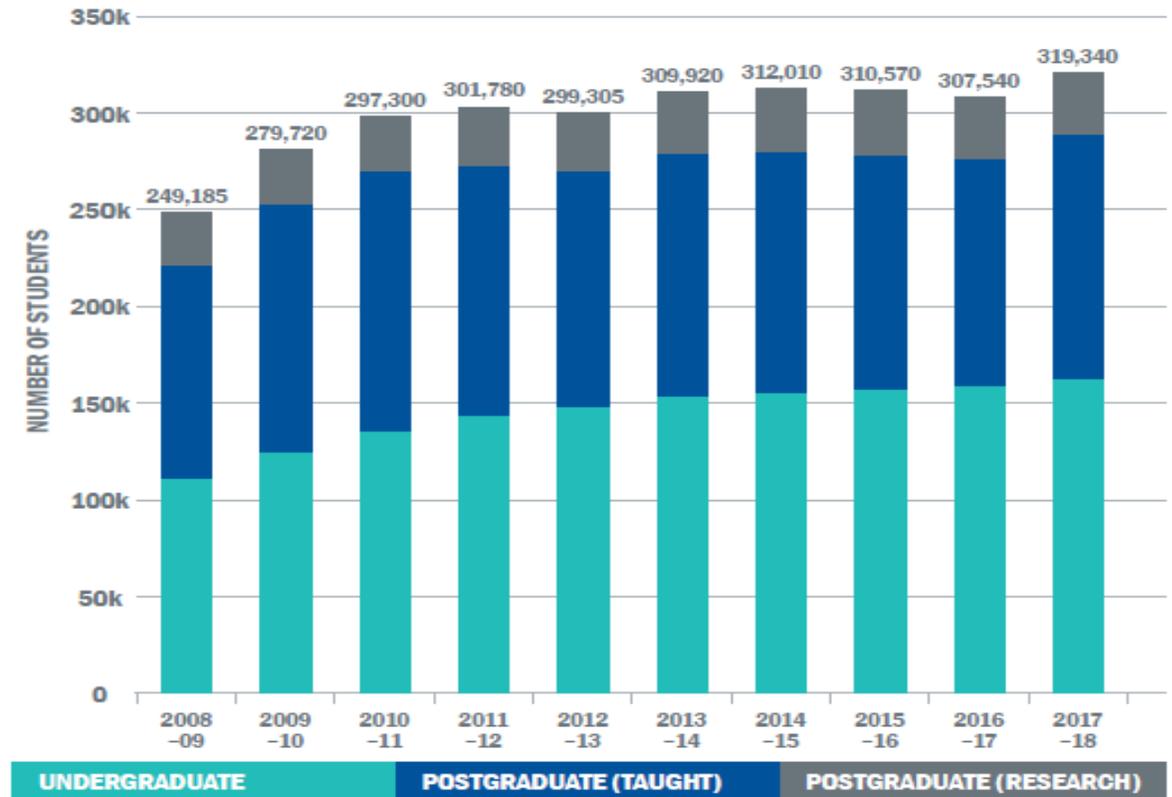
FIGURE 2: TOTAL NUMBER OF EU STUDENTS BY LEVEL OF STUDY, 2008–09 TO 2017–18



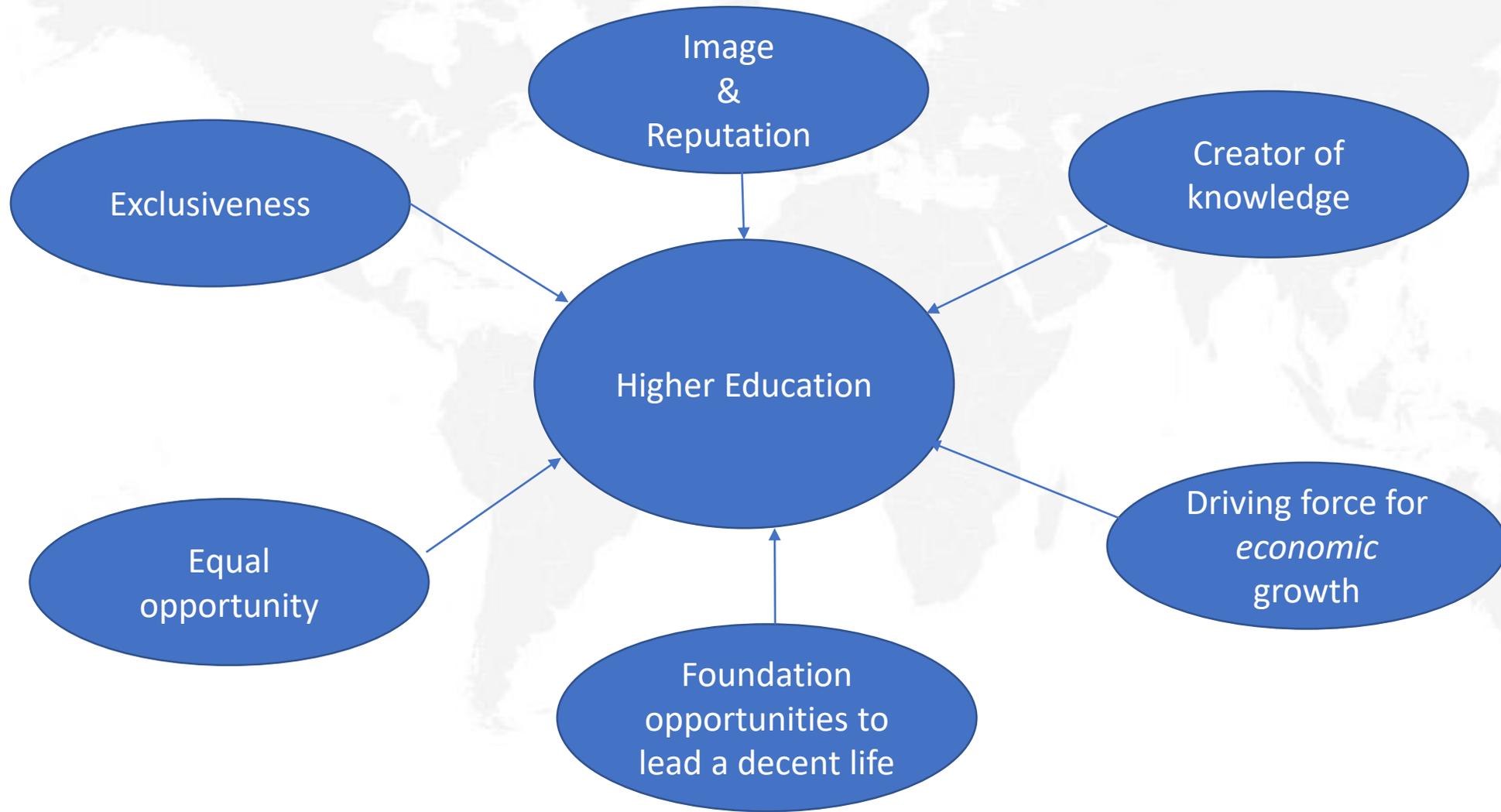
Data source: HESA student record [2008-09 to 2017-18]



FIGURE 3: NUMBER OF NON-EU STUDENTS BY LEVEL OF STUDY, 2008–09 TO 2017–18



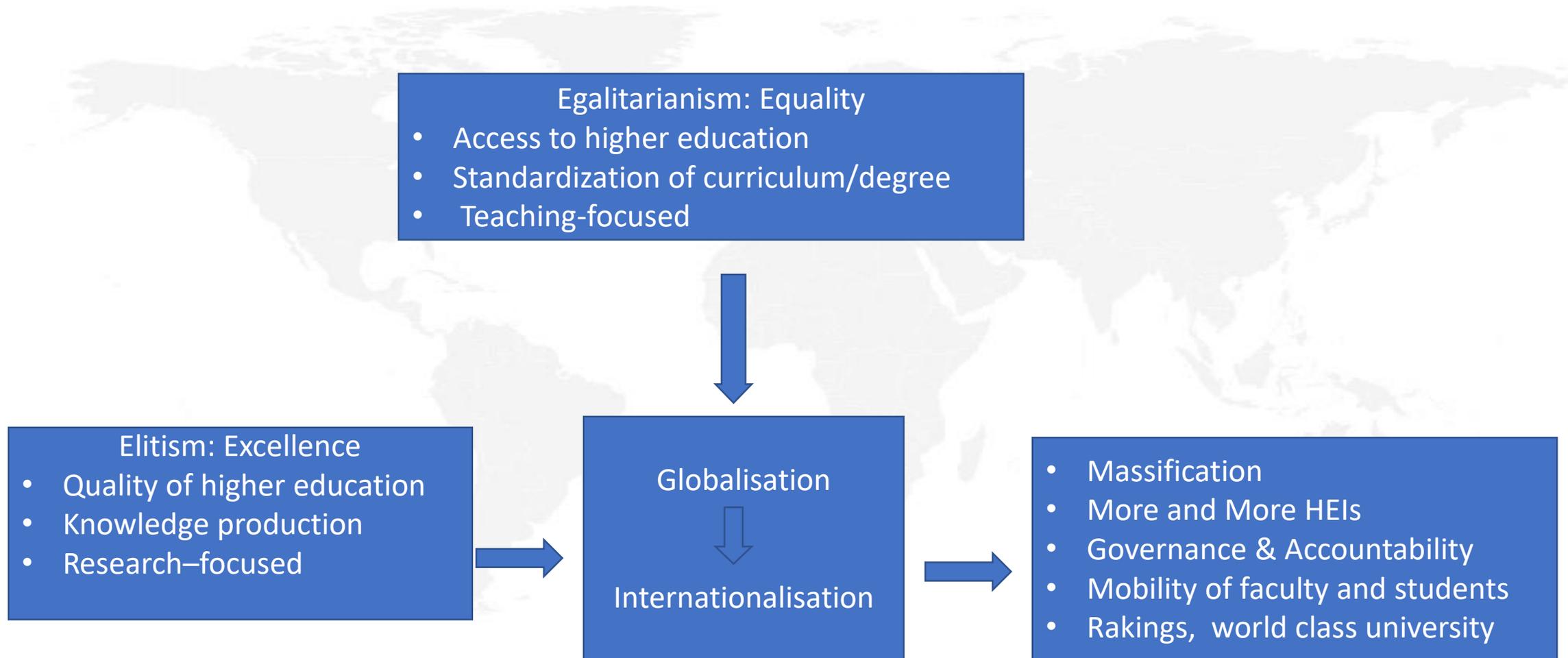
Higher Education in the 21st Century



Globalisation vs Education

- The British Council has set a target of 850,000 international students by 2020; Shattock (2003: 48) estimated the UK share at over £1 billion a year
- Education is regarded by the government as an important service sector in international trade
- Globally, the HE market has been growing by 7% a year since the late 1990s, with two million students (nearly 2% of the world's total) paying an estimated \$30 billion in tuition fees (The Economist, 26 February 2005).
- Globalisation has thus affected many aspects of HE i.e.
 - Governance
 - Faculty academic programs
 - Finance
 - And student enrolment (Marginson, 2006; Stromquist, 2007)

Theoretical frame of new challenges in higher education: Egalitarianism and Elitism (shape HE)



Globalisation

Positives

- Embraced by Universities
- Attracts new and old students
- Enables Universities to stay competitive
- Validates the quality of teaching and research
- Helps in exploiting the emerging markets
- Competition for talented students
- Competition for university rankings
- Funding's (from government and private sources)

Impediments

- Comprehending the implications of diversity
- Diluted academic standards
- Shifts in demographic provisions
- Offering global learning opportunities (catalyst for lowering the admissions) and academic standards
- Division between students who are PT and FT
- Inclusion (home) and exclusion (diaspora)
- Creates challenges

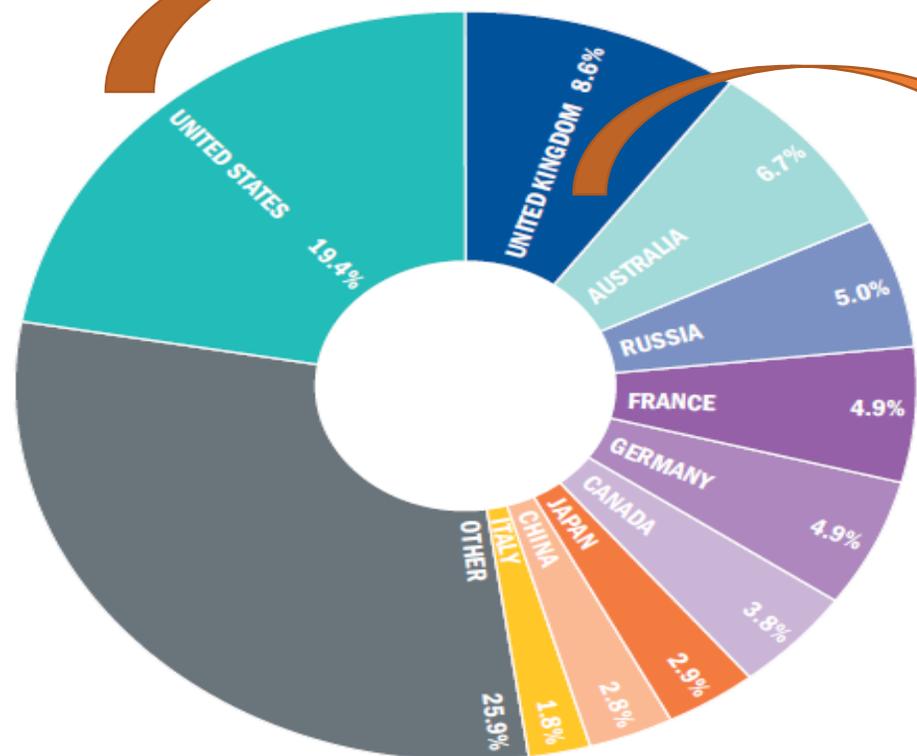


WHERE DO INTERNATIONAL STUDENTS STUDY?

OECD data shows that the UK was the second most popular destination in the world for international students in 2016. However, the UK's growth rate has been consistently low, dropping from 0.5% in 2015 to only 0.3% in 2016.

This contrasts starkly with the UK's competitors. For example, the numbers of international students choosing Australia, Canada, the US and Germany grew by 13.9%, 10.4%, 7.1% and 6.9% respectively from 2015 to 2016.

FIGURE 1: TOP 10 HOST COUNTRIES FOR INTERNATIONAL STUDENTS 2016 AND PERCENTAGE CHANGE SINCE 2015



1	United States 971,417 (907,251)	▲ 7.1%	6	Germany 244,575 (228,756)	▲ 6.9%
2	United Kingdom 432,001 (430,833)	▲ 0.3%	7	Canada 189,478 (171,603)	▲ 10.4%
3	Australia 335,512 (294,438)	▲ 13.9%	8	Japan 143,457 (131,980)	▲ 8.7%
4	Russia 249,877 (226,431)	▲ 10.4%	9	China 137,527 (123,127)	▲ 11.7%
5	France 245,349 (239,409)	▲ 2.5%	10	Italy 92,655 (89,964)	▲ 3.0%

Data Source: OECD (2018)

Note: The total number of UK students recorded by the OECD differs from the total recorded by HESA, and used elsewhere in this report.

Who is an international student?

Challenges in UK HEIs (H+I)

- The National Student Survey (NSS)
 - students' opinions on the quality of their courses.
- The Teaching Excellence and Student Outcomes Framework (TEF)
 - government assessment of the quality of undergraduate teaching in universities and other higher education providers in England
 - Universities are classified **Gold, Silver or Bronze (So What ?)**
- Brexit and its implications????



Emerging Opportunities for International Students



Recommendations

- Academics should comprehend and adapt to the needs of international students
- Awareness of cultural sensitivity when approaching learning and assessment
- Strengthen students status, to allow further opportunities in industry
- HEIs need to set clear goals of internationalisation
- The importance of quality standards (Provision / Opportunities / Research / Teaching)



To what extent does global education impact UK HEIs , when there 100+ students from Asia studying in a Western HEI?

Food for thoughts



Thank you

Any Questions



Bibliography

- Hyams-Ssekasi, D., Mushibwe, P.& Caldwell, E.(2014). International education in the United Kingdom: the challenges of the golden opportunity for Black-African students. *SAGE Open*, 4 (4).
- Cowley, P. & Hyams-Ssekasi, (2018) Motivation, Induction, and Challenge: Examining the Initial Phase of International Students' Educational Sojourn. *Journal of International Students*, 8 (1). 109-130.
- Marginson, S. (2006). Dynamics of national and global competition in higher education. *Higher Education*, 52, 1-39
- Shattock , M. (2003). *Managing successful universities*, Maidenhead: Open University Press.
- Shin, J.C & Harman, G. (2009). New challenges higher education: global and Asia-Pacific perspectives, *Asia Pacific Education Review*, 10, 1-13
- Stromquist, N.P. (2007). Internationalisation as a response to globalisation: Radical shifts in university environment. *Higher Education*, pp 53, 81-105
- Delgado-Márquez, B L; Bondar, Y; Delgado-Márquez, L. Problems of Education in the 21st Century; Šiauliai Vol. 40, (2012): 17-25.

